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ABSTRACT

The National Education Association's 1980 survey of school programs and practices involved sending questionnaires to 805 representative school systems serving 300 or more students. Exactly 508 usable questionnaires were returned. Thirteen topical areas were explored: (1) increases and decreases in student enrollment and numbers of teachers; (2) formats for clustering groups of grades at different levels; (3) curriculum content and course offerings; (4) instruction available in 12 specific subject areas; (5) methods and uses of student evaluation; (6) importance of and responses to discipline problems; (7) financing; (8) attempts at censorship of school courses or materials by those outside the school system; (9) provisions for educating the handicapped; (10) provisions for professional development; (11) methods and uses of teacher evaluation; (12) the nature of written plans for ending racial and sexual discrimination; and (13) the availability of 13 types of specialists. Highlights of the results of the findings in each topic area are discussed, and the responses to each question are presented in tabular form, broken down by region and by size of school system. (PGD)

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Survey of School Programs and Practices 1980

EA 014 734

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SURVEY OF SCHOOL PROGRAMS AND PRACTICES 1980

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SURVEY OF SCHOOL PROGRAMS AND PRACTICES—1980

This 1980 survey of school systems regarding some of their programs and practices was sent to 805 school systems. The school systems were selected to be representative of the approximately 11,600 public school systems in the United States with 300 or more students. Exactly 508 usable questionnaires were returned for a 63.1 percent response. The standard error for population estimates is 5 percent or less and for estimating population differences is 10 percent or more.

Each topical area includes highlights of the responses plus a more detailed analysis of each question by region and by size of school system. The topical areas are as follows:

Numbers of students and teachers
School organization patterns
Curriculum
Instruction in special areas
Student evaluation
Student discipline
Financing
Censorship
Handicapped students
Professional development
Teacher evaluation
Discrimination
Specialists

The states comprising each region are as follows:

Northeast: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont.

Southeast: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Middle: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

School systems by stratum are *Small:* 300-2,999 students; *Medium:* 3,000 to 24,999 students; *Large:* 25,000 or more students.

Numbers of Students/Teachers

- School systems in the Southeastern and Western regions are generally larger than school systems in the Northeastern and Middle regions—in fact, more than twice as large on the average.
- Almost two-thirds (66 percent) reported that student enrollments have decreased over the past three years (i.e., since 1976-77). More school systems in the Northeastern and Middle regions reported a decrease than did school systems in the Southeastern and Western regions.
- Decreases in the number of teachers (reported by 41 percent) were accomplished primarily by normal attrition (81 percent) rather than by reduction in force (10 percent).
- About half felt that the number of students (52 percent) and number of teachers (48 percent) should decrease within the next three years (i.e., by 1982-83). Only about one-sixth (17 percent) felt the number of students and teachers should increase. Northeastern and large school systems were more likely to think that the number of both students and teachers would decrease in the next three years.

NUMBERS OF STUDENTS/TEACHERS

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
What was the total number of teachers in your school system as of October 1979? (Percent responding.)								
Elementary (K-6):								
Less than 30	16	12	6	20	15	48	0	0
30 to 49	9	12	4	9	8	27	0	0
50 to 99	17	27	14	16	17	23	23	0
100 to 199	17	29	22	14	9	2	42	0
200 to 499	13	9	14	13	16	0	29	6
500 to 999	12	5	8	13	17	0	2	40
1,000 or more	16	5	34	14	19	0	3	55
Mean	696	228	1,531	439	1,114	44	283	2,102
Median	129	98	247	121	228	31	149	1,039
Secondary (7-12):								
Less than 30	15	8	5	20	16	45	0	0
30 to 49	10	15	5	10	11	28	3	0
50 to 99	15	17	13	16	13	23	18	0
100 to 199	18	33	24	15	10	1	44	1
200 to 499	13	14	11	12	15	1	27	6
500 to 999	15	6	15	15	21	0	5	48
1,000 or more	14	7	27	12	16	0	3	45
Mean	609	281	1,187	414	879	41	289	1,751
Median	140	116	216	128	205	34	150	941

NUMBERS OF STUDENTS/TEACHERS—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
Please give the October 1979 ENROLLMENTS requested below Do not include enrollment in adult education and junior college.								
a. Nursery and prekindergarten								
Percent responding	27	23	24	24	32	10	30	44
Mean	398	105	523	280	743	33	69	832
Median	86	44	192	82	90	15	41	303
b. Kindergarten and prefirst grade								
Percent responding	90	90	96	93	86	85	90	97
Mean	1,433	540	2,485	970	2,303	81	442	4,299
Median	312	215	623	264	616	62	331	2,689
c. Elementary (1-6)								
Percent responding	94	93	96	97	88	89	95	97
Mean	8,646	3,568	15,709	6,690	11,908	551	3,073	26,220
Median	2,100	1,600	4,472	1,734	4,231	437	2,395	17,553
d. Secondary (7-12)								
Percent responding	95	93	98	96	95	89	98	99
Mean	8,775	4,028	15,970	6,571	11,560	565	3,356	26,247
Median	2,241	1,800	4,082	1,750	4,429	486	2,354	17,909
To what extent have student enrollment and number of teachers changed in your school system over the *past three years* (since the 1976-77 school year)? (Percent responding.)								
a. Student enrollment								
Increased	16	9	12	8	30	20	15	10
Median percent of increase	8	6	8	7	10	10	7	7
Relatively no change	19	17	29	18	15	26	20	11
Decreased	66	74	59	73	55	55	66	78
Median percent of decrease	9	8	10	11	7	9	8	8
b. Number of teachers								
Increased	25	14	36	17	34	25	26	21
Median percent of increase	7	7	7	6	10	8	7	6
Relatively no change	34	31	34	40	34	47	28	29
Decreased	41	56	30	43	32	28	47	50
Median percent of decrease	6	5	10	7	5	6	7	6
Generally, how has any decrease in the number of teachers occurred—by normal attrition or by "reduction in force"? (Percent responding.)								
Numbers have NOT decreased	48	35	60	41	57	63	44	34
All by normal attrition	32	27	24	39	27	22	29	47

NUMBERS OF STUDENTS/TEACHERS—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
About three-fourths by normal attrition	10	18	4	10	10	6	13	11
About half by attrition and about half by "reduction-in force"	5	9	8	3	4	4	7	11
About three-fourths by "reduction in force"	3	8	1	4	0	2	6	2
All by "reduction in force"	2	4	3	2	2	3	2	2
How does your school system estimate that student enrollment and numbers of teachers will change in the next three years (by the 1982-83 school year)? (Percent responding.)								
a. Student enrollment								
Should increase	17	8	14	12	31	23	18	10
Should remain relatively constant	31	28	35	37	23	41	28	22
Should decrease	52	65	51	52	46	36	54	68
b. Number of teachers								
Should increase	17	7	18	10	29	20	18	11
Should remain relatively constant	36	30	42	40	29	48	29	31
Should decrease	48	63	41	50	43	32	54	58

School Organization Patterns

- One-fourth (25 percent) of the school systems reported a 6-3-3 school organization for grades 1 through 12. 5-3-4 and 6-2-4 organizations were reported by about one-sixth (15 and 19 percent, respectively).
- The 5-3-4 and 6-3-3 organizations were most common in the Northeastern region, and the 6-3-3 organization most common in the Southeastern region, and the 6-2-4 or 6-3-3 organization most common in the Middle and Western regions.
- The larger school systems were more likely to have a 6-3-3 organization, with a significant number having a 6-2-4 organization, whereas the smaller school systems were more likely to have a 6-6 organization, with a significant number having a 6-2-4 or 8-4 organization.

SCHOOL ORGANIZATION PATTERNS

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
What type of SCHOOL ORGANIZATION by grade (not including kindergarten) is the *most general* practice in your school system?								
3-3-3-3	1	3	1	1	1	1	1	2
3-3-6	1	1	1	0	0	1	1	0
4-4-4	6	8	4	7	4	11	6	2
5-3-4	15	23	18	16	15	8	16	23
6-2-4	19	13	9	20	21	16	22	17
6-3-3	25	18	33	23	26	8	30	38
6-6	9	11	10	12	3	22	4	0
7-5	2	1	5	1	1	2	1	3
8-4	9	4	6	13	8	16	5	5
Other	14	20	12	9	20	16	15	11

The Curriculum

- A majority of the school systems said their school system has felt pressure to "enforce stricter discipline" (61 percent). That pressure was less likely to be felt in smaller school systems. A majority of the large school systems were also likely to feel pressure to "increase the time spent on the basic curriculum" (73 percent), "require higher student achievement standards" (74 percent), "require students to pass a test before being promoted or graduated" (59 percent), and to "enforce stricter attendance requirements" (62 percent).

- At the elementary level, reading, American history, general science, mathematics/arithmetic, physical education, and spelling are required by practically every school system. Citizenship, geography, and state history are required by more than 85 percent. Music is required by 81 percent, world history by 78 percent, and fine arts by 70 percent. A foreign language is not even offered by 70 percent of the school systems.

- At the junior high level, almost every school system requires English, science, mathematics, and physical education. American history is required by 92 percent, and world history and state history are required by more than two-thirds (67 percent and 78 percent, respectively). Fine arts, instrumental and vocal music, home economics, and industrial arts are offered by most school systems, but generally as an elective. About half offer typing (56 percent) and vocational education (48 percent) generally as an elective. As an elective, Spanish is offered by 61 percent, French by 54 percent, and German by 28 percent. Very few junior high schools offer Russian or Chinese.

- At the high school level, English, American history, and mathematics are the only courses required by most of the school systems. A significant number require world history (52 percent), biology (44 percent), and/or another science (60 percent), while most of the other school systems offer them as an elective. A wide range of other courses is offered as an elective by most school systems with the exception of a state history offered by 68 percent, German by 63 percent, Russian by 22 percent, Chinese by 8 percent and agriculture by 61 percent.

THE CURRICULUM

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
There has been a much-publicized demand for schools to get "back to the basics." To what extent has your school system felt pressure to do each of the following? (Percent responding "much" or "moderate" pressure.)								
a. Increase the time spent on the basic curricula	49	49	58	43	54	34	37	73
b. Increase the amount of student homework	28	30	28	25	35	15	25	49

THE CURRICULUM—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
c. Structure the schools in the "traditional" manner	28	32	30	22	30	19	28	38
d. Enforce strict discipline	61	61	63	62	61	52	59	74
e. Require higher student achievement standards	57	54	65	56	57	39	58	77
f. Require students to pass a test before being promoted or graduated	35	27	60	26	38	15	36	59
g. Enforce strict attendance requirements	46	39	53	42	50	36	45	62
Which of the following COURSES does your school system consider as basic subjects; that is, they are required of all *regular* students for graduation from the public schools? (Percent responding.)								
ELEMENTARY:								
a. Reading								
Required	100	100	100	99	100	100	100	99
Elective	0	0	0	1	0	0	0	1
Not offered	0	0	0	0	0	0	0	0
b. Citizenship								
Required	88	95	83	87	87	87	89	89
Elective	4	0	7	2	5	4	4	2
Not offered	8	5	10	11	8	9	7	8
c. Geography								
Required	91	95	88	95	86	96	86	94
Elective	5	1	8	3	7	2	8	3
Not offered	4	4	4	2	7	2	5	3
d. American history								
Required	95	100	92	96	93	94	95	97
Elective	1	0	3	1	1	1	2	1
Not offered	4	0	5	3	6	6	4	2
e. World history								
Required	78	86	79	77	79	77	80	76
Elective	7	7	7	8	1	7	6	8
Not offered	15	7	14	16	20	16	14	16
f. State history								
Required	87	91	91	89	82	89	85	87
Elective	4	0	4	3	2	3	3	5
Not offered	9	9	5	9	16	8	12	8

THE CURRICULUM—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
g. General science								
Required	98	98	99	98	98	96	98	98
Elective	1	3	0	1	0	1	1	2
Not offered	1	0	1	1	2	3	1	1
h. Mathematics/arithmetic								
Required	100	100	100	100	100	100	100	100
Elective	0	0	0	0	0	0	0	0
Not offered	0	0	0	0	0	0	0	0
i. Fine arts								
Required	70	82	64	74	63	70	68	73
Elective	21	9	23	20	27	18	22	24
Not offered	9	9	12	7	10	12	10	2
j. Music								
Required	81	92	71	86	78	81	80	82
Elective	17	8	27	12	19	18	17	18
Not offered	2	0	3	2	2	2	3	0
k. Physical education								
Required	98	99	95	98	100	96	98	99
Elective	1	0	4	1	0	1	1	1
Not offered	1	1	1	2	0	3	1	0
l. A foreign language								
Required	5	5	5	4	6	5	4	7
Elective	25	14	39	17	35	20	19	42
Not offered	70	82	57	79	59	75	77	51
m. Spelling								
Required	97	96	99	98	99	98	96	98
Elective	2	1	1	2	0	1	3	1
Not offered	1	3	0	1	1	1	1	1
JUNIOR HIGH:								
a. English								
Required	100	100	100	100	100	100	100	100
Elective	0	0	0	0	0	0	0	0
Not offered	0	0	0	0	0	0	0	0
b. American history								
Required	92	95	88	91	94	92	90	94
Elective	4	1	3	4	2	3	4	2
Not offered	5	4	10	5	4	5	6	4
c. World history								
Required	67	79	64	66	65	71	72	57
Elective	13	9	20	13	10	10	11	20
Not offered	19	12	16	21	24	19	17	24
d. State history								
Required	78	82	73	77	82	83	75	74
Elective	7	4	12	7	4	4	9	8
Not offered	15	14	15	16	15	12	16	18

THE CURRICULUM—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
e. A science								
Required	98	97	99	99	98	99	98	97
Elective	2	3	1	1	1	1	2	3
Not offered	0	0	0	0	1	0	1	0
f. Mathematics								
Required	99	98	100	100	100	100	99	100
Elective	1	1	0	0	0	0	1	0
Not offered	0	0	0	0	0	0	0	0
g. Physical education								
Required	98	99	96	98	99	97	97	98
Elective	2	0	4	3	1	3	3	2
Not offered	0	1	0	0	0	1	0	0
h. Fine arts								
Required	50	81	32	54	40	55	54	38
Elective	44	14	61	39	58	35	44	60
Not offered	6	5	7	7	2	10	2	2
i. Instrumental music								
Required	7	15	4	6	6	10	8	4
Elective	90	83	88	91	93	86	89	96
Not offered	3	3	8	3	1	5	3	0
j. Vocal music								
Required	26	46	16	30	18	27	26	23
Elective	70	53	75	66	79	63	72	77
Not offered	4	1	9	5	4	10	3	0
Foreign language:								
k. Spanish								
Required	2	3	0	1	2	1	2	2
Elective	59	64	71	44	63	28	63	89
Not offered	39	33	29	54	33	71	35	9
l. French								
Required	2	4	0	2	1	2	3	1
Elective	52	67	69	43	48	18	55	84
Not offered	47	29	31	55	51	80	43	15
m. German								
Required	1	2	0	1	0	1	1	1
Elective	27	26	30	23	31	10	25	52
Not offered	72	72	70	76	69	90	74	47
n. Russian								
Required	0	0	0	1	0	0	1	0
Elective	5	7	10	2	4	0	2	17
Not offered	95	94	90	97	96	100	97	84
o. Chinese								
Required	0	0	0	1	0	0	1	0
Elective	3	2	3	1	3	0	1	10
Not offered	97	98	97	98	97	100	99	90

THE CURRICULUM—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
p. Home economics								
Required	34	64	16	36	28	37	37	25
Elective	59	32	77	56	66	47	57	75
Not offered	8	4	7	8	6	16	6	0
q. Typing								
Required	4	4	0	5	4	6	3	2
Elective	52	38	75	46	52	29	51	81
Not offered	44	58	25	49	45	65	46	18
r. Agriculture								
Required	1	2	0	2	0	4	1	0
Elective	22	11	41	17	21	20	18	29
Not offered	77	88	59	81	79	76	81	71
s. An industrial art								
Required	33	65	15	36	27	34	38	23
Elective	56	30	71	52	66	46	52	76
Not offered	11	5	15	12	7	20	10	1
t. Vocational education								
Required	5	7	4	5	4	6	4	4
Elective	43	26	69	38	44	25	42	66
Not offered	52	67	27	58	53	59	54	30
u. Driver education								
Required	3	2	4	3	1	3	2	3
Elective	18	12	24	18	10	19	17	16
Not offered	80	87	72	79	89	77	81	82
SENIOR HIGH:								
a. English								
Required	100	100	100	100	99	100	100	100
Elective	0	0	0	0	0	0	0	0
Not offered	1	0	0	0	1	0	1	0
b. American history								
Required	98	100	99	98	99	99	98	98
Elective	1	0	1	3	0	1	1	2
Not offered	0	0	0	0	1	0	1	0
c. World history								
Required	52	61	57	41	55	53	59	42
Elective	47	39	42	57	44	45	40	58
Not offered	1	0	1	2	1	2	1	0
d. State history								
Required	35	46	29	32	42	41	33	30
Elective	33	26	34	31	34	24	34	42
Not offered	32	29	37	37	25	35	33	28

THE CURRICULUM—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
e. Biology								
Required	44	44	55	40	41	50	44	38
Elective	55	56	45	60	58	50	56	62
Not offered	1	0	0	0	1	0	1	0
f. Another science								
Required	60	63	66	48	71	60	59	60
Elective	40	37	34	52	29	39	40	40
Not offered	1	0	0	1	1	1	1	0
g. Mathematics								
Required	91	86	96	89	96	90	91	95
Elective	8	14	4	11	3	10	9	5
Not offered	1	0	0	0	1	0	1	0
h. Fine arts								
Required	14	22	8	11	16	19	14	9
Elective	82	77	82	85	82	74	83	91
Not offered	4	1	10	4	2	7	3	0
i. Performing arts (e.g., drama)								
Required	1	0	0	1	1	1	1	1
Elective	91	91	88	88	96	84	92	99
Not offered	9	9	12	11	3	15	8	0
j. Instrumental music								
Required	1	0	0	1	2	1	1	1
Elective	98	100	96	97	98	97	98	99
Not offered	1	0	4	1	0	2	1	0
k. Vocal music								
Required	1	0	1	2	0	1	1	2
Elective	96	97	91	95	97	91	97	98
Not offered	4	1	8	3	3	8	2	0
Foreign language:								
l. Spanish								
Required	2	0	1	2	1	1	2	2
Elective	87	97	87	80	95	68	95	98
Not offered	11	3	12	18	3	31	4	0
m. French								
Required	1	0	1	2	0	2	1	1
Elective	83	99	86	79	80	53	95	99
Not offered	15	2	13	20	20	47	4	0
n. German								
Required	1	0	2	2	0	2	1	1
Elective	62	79	55	51	70	25	70	91
Not offered	37	21	43	48	30	73	29	8
o. Russian								
Required	0	0	0	0	0	1	0	0
Elective	22	33	30	11	21	3	15	53
Not offered	78	67	70	89	79	97	85	47

THE CURRICULUM—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
p. Chinese								
Required	0	0	0	0	0	1	0	0
Elective	8	8	12	3	7	2	3	23
Not offered	92	92	88	98	93	98	97	77
q. Home economics								
Required	4	6	0	4	5	8	3	1
Elective	96	94	100	96	94	92	97	99
Not offered	0	0	0	0	1	1	0	0
r. Typing								
Required	3	3	1	3	3	8	2	1
Elective	97	97	99	97	96	92	98	99
Not offered	0	0	0	0	1	1	0	0
s. Another business education								
Required	2	0	0	3	3	4	1	1
Elective	98	100	100	97	97	95	99	99
Not offered	0	0	0	1	0	1	0	0
t. Agriculture								
Required	0	0	1	0	0	1	0	0
Elective	61	25	76	61	72	64	53	71
Not offered	39	75	23	39	28	36	47	29
u. Industrial arts								
Required	2	1	0	1	1	3	1	1
Elective	96	99	92	96	98	92	96	99
Not offered	3	0	8	3	1	4	3	0
v. Vocational education								
Required	2	0	1	3	2	3	2	2
Elective	93	91	93	93	98	87	95	98
Not offered	4	9	5	4	0	10	3	0
w. Work-study (e.g., DE)								
Required	1	0	0	2	0	1	1	2
Elective	92	97	92	88	94	79	96	98
Not offered	8	3	8	10	6	20	3	0
x. Driver education								
Required	19	12	16	20	21	18	18	21
Elective	77	77	80	78	76	79	77	73
Not offered	4	12	4	3	2	3	5	6

Instruction in Special Areas

- Of the specialized areas, only health education is more likely than not to be offered as a separate curriculum course in 63 percent of the school systems but integrated into other courses in 37 percent.
- Safety education is offered in every school system but is integrated into other courses in 83 percent of the school systems.
- Drug education, alcohol education, metric education, consumer education, and career education are offered by 99 percent of the school systems. More than nine-tenths, however, integrate drug education, alcohol education, and metric education into other courses. One-third (34 percent) offer consumer education and one-fifth (20 percent) offer career education as a separate course.
- More than 90 percent offer sex education, environmental studies, and human relations studies. The vast majority (i.e., over 80 percent) integrate these into other courses.
- Courses in international studies are not offered by 17 percent; the majority (71 percent) integrate such studies into other courses.
- A little more than half (57 percent) offer bilingual education—34 percent as a separate curriculum course and 23 percent as integrated into other courses. While only 33 percent of the small school systems offer bilingual education, 90 percent of those with 25,000 or more students offer this.

INSTRUCTION IN SPECIAL AREAS

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
In general, does your school provide instruction in each of the following areas?								
a. Drug education								
Not offered	1	0	0	2	0	1	1	0
Integrated into other courses	92	80	95	93	94	92	91	92
Separate curriculum course	8	20	5	5	5	6	9	9
b. Sex education								
Not offered	8	9	9	7	6	7	8	8
Integrated into other courses	82	69	82	87	82	84	81	80
Separate curriculum course	11	23	9	6	12	9	11	13
c. Alcohol education								
Not offered	1	0	0	2	0	1	1	0
Integrated into other courses	93	83	96	93	97	93	92	93
Separate curriculum course	6	17	4	5	3	5	7	7
d. Bilingual education								
Not offered	43	58	42	53	33	67	46	10
Integrated into other courses	23	11	28	20	26	19	22	29
Separate curriculum course	34	31	31	27	41	14	33	61

INSTRUCTION IN SPECIAL AREAS—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
e. Metric education								
Not offered	1	0	0	2	0	2	1	0
Integrated into other courses	96	98	96	95	96	95	97	95
Separate curriculum course	3	3	4	3	4	3	2	5
f. Health education								
Not offered	0	1	0	1	0	0	1	0
Integrated into other courses	37	37	41	32	31	37	35	40
Separate curriculum course	63	62	59	67	69	63	65	60
g. Safety education								
Not offered	0	0	0	1	0	0	1	0
Integrated into other courses	83	79	83	84	80	80	81	88
Separate curriculum course	17	21	17	15	20	20	18	12
h. Consumer education								
Not offered	1	0	4	1	0	1	3	0
Integrated into other courses	65	67	65	63	69	63	64	70
Separate curriculum course	34	33	31	36	31	37	33	30
i. Career education								
Not offered	1	0	1	1	1	0	2	0
Integrated into other courses	79	84	72	81	81	79	82	77
Separate curriculum course	20	16	27	18	18	21	16	23
j. International studies								
Not offered	17	9	19	18	16	24	14	11
Integrated into other courses	71	74	64	72	78	66	73	76
Separate curriculum course	12	17	16	10	6	10	13	14
k. Environmental studies								
Not offered	3	1	1	4	5	3	4	2
Integrated into other courses	87	82	86	87	90	86	87	90
Separate curriculum course	10	17	13	9	5	12	10	9
l. Human relations studies								
Not offered	5	4	5	7	4	7	4	3
Integrated into other courses	89	88	90	85	91	87	90	88
Separate curriculum course	7	9	5	8	5	5	6	9

Student Evaluation

- About half (51 percent) of the school systems require minimal competency testing of students, 35 percent for grade promotion and/or for graduation from high school and 17 percent for other reasons. School systems in the Southeastern region and those with 3,000 or more students are more likely to require such testing than are other school systems.

- Almost three-fifths (59 percent) provide the opportunity for early graduation from high school, with 2 percent actively promoting it. About three-tenths (29 percent) allow it only under unusual circumstances, whereas 13 percent do not allow it.

- When elementary students do not successfully complete the requirements for a grade, about two-fifths (38 percent) retain them in that grade until they do so. More than half (53 percent) promote them to the next grade, with most of those giving specially designed remedial help. Only 9 percent assign them to specially designed programs.

- The majority require the use of GROUP STANDARDIZED achievement tests (88 percent) and reading readiness tests (67 percent). About half require the use of intelligence tests (52 percent) and aptitude tests (46 percent). About one-fourth (28 percent) require the use of interest tests. Large school systems are slightly more likely to require achievement tests but less likely to require the other four than are small school systems.

- No published GROUP STANDARDIZED achievement test is used by a majority of the school systems, although the California Achievement Tests, the Comprehensive Test of Basic Skills, the Iowa Test of Basic Skills, and the Metropolitan Achievement Tests are required by a little more than one-third of the school systems. About one-fourth require the SRA Achievement Series and the Stanford Achievement Tests. Some school systems require the use of two or more. The PSAT, SAT, and ACT are generaly made available but not required.

- More than three-fourths (78 percent) of the school systems report using criterion-referenced achievement tests. These are used less often in the Northeast but more often in large school systems.

- About two-fifths (43 percent) place some reliance on GROUP STANDARDIZED achievement test scores as reliable measures of the effectiveness of individual schools.

- In almost two-fifths (37 percent) of the school systems, the mean of GROUP STANDARDIZED achievement test scores for each regular school is reported to the media. This is practiced more often in school systems in the Southeastern region and in large school systems than in others.

- The majority use scores from GROUP STANDARDIZED achievement tests at the building level for diagnosing individual student learning needs (87 percent) and evaluating the curriculum (75 percent). A significant number use the scores for tracking or grouping students (43 percent) and evaluating effectiveness as compared with that of other schools (32 percent). Few use them for determining promotion/retention of students (9 percent) or evaluating individual teacher effectiveness (5 percent).

STUDENT EVALUATION

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
Does your school system require MINIMAL COMPETENCY TESTING of students? (Percent responding.)								
Yes, for grade promotion	4	3	4	5	3	6	1	4
Yes, for graduation from high school	25	24	41	13	23	9	31	34
Yes, for both grade promotion and graduation from high school	6	5	14	3	8	4	6	10
Neither of those, but for other reasons	17	19	14	19	16	14	17	21
No	49	51	28	61	50	67	46	30
Which of the following BEST describes your school system's policy on EARLY GRADUATION (e.g., when a student meets graduation requirements at the end of the eleventh grade)? (Percent responding.)								
Early graduation is actively promoted	2	1	4	1	3	1	1	4
All students are given the opportunity to graduate early but it is NOT actively promoted	57	47	55	58	55	46	58	68
Early graduation is allowed only under unusual circumstances	29	34	34	29	26	30	33	22
Early graduation is NOT allowed	13	17	8	13	16	23	8	7
When elementary students DO NOT successfully complete the requirements for a grade, which of the following BEST describes the policy of your school system? (Percent responding.)								
Retain them in grade until they meet the requirements	38	42	41	40	36	43	33	37
Take them out of regular program and assign them to specially designed programs	9	11	13	8	8	9	8	12
Promote them to next grade but give them specially designed remedial help	49	47	43	47	52	45	56	45
Promote them to next grade	4	0	3	5	5	3	3	6

STUDENT EVALUATION—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
Listed below are some areas for which GROUP STANDARDIZED TESTS are available. For which of these areas does your school system *require* (either by state mandate or local option) the use of the tests, for which are tests made available but their use is *optional*, and for which are *no* tests made available? (Percent responding.)								
a. Intelligence								
Required	52	57	62	63	35	53	56	43
Optional	29	29	25	25	34	37	27	22
Not used	19	14	13	12	31	11	17	35
b. Achievement								
Required	88	84	96	88	85	80	89	97
Optional	11	15	4	12	11	18	10	2
Not used	1	1	0	1	1	2	1	1
c. Reading readiness								
Required	67	68	72	71	61	67	74	59
Optional	28	27	25	28	26	28	22	34
Not used	5	5	3	1	13	4	5	7
d. Aptitude								
Required	46	49	56	44	42	48	49	38
Optional	45	39	37	51	43	42	44	50
Not used	10	12	7	5	15	10	7	12
e. Interest								
Required	28	27	35	33	21	36	28	18
Optional	61	57	51	64	61	51	63	72
Not used	11	16	14	3	19	13	9	11
Specifically, which of the following GROUP STANDARDIZED ACHIEVEMENT TESTS does your school system *require*, which are *optional*, and which are *not used*? (Percent responding.)								
a. California Achievement Tests								
Required	40	27	39	42	47	37	38	43
Optional	19	15	18	28	16	25	14	18
Not used	42	58	44	30	38	38	47	39
b. Comprehensive Tests of Basic Skills								
Required	39	34	50	27	38	29	43	44
Optional	17	15	16	23	19	18	19	14
Not used	44	52	34	50	44	53	38	42

STUDENT EVALUATION—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
c. Iowa Test of Basic Skills								
Required	35	34	18	44	30	42	33	30
Optional	19	16	26	24	16	25	16	17
Not used	46	50	56	32	54	34	52	53
d. Iowa Test of Educational Development								
Required	17	4	18	23	20	24	15	11
Optional	15	11	16	17	20	23	11	12
Not used	68	85	67	61	61	53	74	77
e. SRA Achievement Series								
Required	26	19	38	26	21	33	25	17
Optional	27	22	25	31	27	30	30	21
Not used	47	59	38	44	52	37	45	62
f. Stanford Achievement Tests								
Required	29	31	26	28	38	38	28	22
Optional	28	31	17	36	28	34	24	27
Not used	43	39	57	36	35	28	49	52
g. Metropolitan Achievement Tests								
Required	34	47	39	33	29	31	40	27
Optional	26	24	24	33	17	31	23	24
Not used	41	29	37	35	54	38	36	49
h. PSAT								
Required	11	11	10	13	7	16	13	2
Optional	78	78	75	81	75	70	79	86
Not used	11	11	15	6	19	14	9	12
i. SAT								
Required	13	12	11	13	9	16	17	2
Optional	81	80	82	85	77	75	79	90
Not used	7	8	7	2	14	10	4	8
j. ACT								
Required	9	5	3	11	10	12	12	2
Optional	76	62	80	79	77	75	72	82
Not used	16	33	17	10	13	13	16	17
Does your school system use any criterion-referenced achievement tests (these identify specific learning tasks students can perform) in all or most schools? (Percent responding.)								
Yes, required by the state	25	10	40	27	25	11	25	40
Yes, but only recommended by the state	3	3	3	3	2	5	2	2
Yes, but it was a local option	50	53	42	47	50	49	51	49
No	22	35	16	23	23	34	22	9

STUDENT EVALUATION—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
Does your school system rely on GROUP STANDARDIZED ACHIEVEMENT TEST SCORES as reliable measures of the effectiveness of individual schools? (Percent responding.)								
Yes, definitely	4	0	3	3	11	2	4	8
Yes, somewhat	39	37	47	41	35	41	38	38
No	57	63	51	56	54	57	58	55
Does your school system report the *mean* of GROUP STANDARDIZED ACHIEVEMENT TEST SCORES for each *regular* school to the media? (Percent responding.)								
Yes	37	31	55	26	42	26	34	55
No	63	69	45	74	58	74	66	46
For the most part, how are *scores* from GROUP STANDARDIZED ACHIEVEMENT TESTS used at the school building level? (Percent responding. Percents may add to more than 100.)								
The tests are not used in this school system	2	5	0	2	2	2	2	1
Scores are not used at the building level	3	3	1	1	6	2	3	2
Diagnosing individual student learning needs	87	86	92	90	84	86	88	87
Tracking or grouping students	43	55	37	48	37	38	51	39
Determining promotion/retention of students	9	9	9	8	13	7	10	10
Evaluating individual teacher effectiveness	5	3	10	5	4	8	4	3
Evaluating the curriculum	75	78	77	69	79	63	81	80
Evaluating effectiveness as compared with that in other schools	32	29	32	30	40	32	32	30

Student Discipline

- Only 7 percent report that student discipline is NO problem in their school system. Although few (3 percent) say it is a major problem, about two-fifths (39 percent) say it is a moderate problem. Almost two-thirds (66 percent) of the larger school systems, however, report discipline as at least a moderate problem, with 8 percent calling it a major problem.

- On the average, 7 percent of the individual schools in the school systems have SERIOUS student discipline problems.

- Although a wide variety of practices to help schools and teachers with their discipline problems are mentioned, about half of the school systems surveyed say they have "provided more extensive vocational programs" (51 percent) and "provided special staff training on how to handle students misbehavior" (50 percent). About 40 percent report "providing more work-study opportunities," "writing strict discipline codes," and "allowing limited corporal punishment." In addition, about two-thirds of the large school systems provide "special schools or classes for students who are chronic problems."

STUDENT DISCIPLINE

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
In general, to what extent is student discipline a problem in your school system? (Percent responding.)								
Major problem	3	3	5	1	5	0	1	8
Moderate problem	39	26	59	36	36	25	39	58
Small problem	51	59	31	56	52	60	56	33
No problem	7	12	5	7	7	15	5	2
What percent of your schools would you estimate as having SERIOUS student discipline problems?								
5 percent or less	63	59	46	66	72	81	54	57
6 to 14 percent	24	26	26	31	16	13	29	28
15 to 29 percent	9	15	15	3	6	3	12	12
30 to 49 percent	3	0	9	0	6	0	5	4
50 percent or more	1	0	4	0	0	3	0	0
Mean percent	7	6	12	5	7	6	8	8
Median percent	5	5	10	5	5	3	5	5

STUDENT DISCIPLINE—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
What has your school system done to help schools and teachers with their student discipline problems? (Percent responding. Percents may add to more than 100.)								
Nothing specific	7	8	1	8	8	15	3	2
Provided more work-study opportunities	44	55	47	46	42	29	50	55
Provided more extensive vocational programs	51	44	63	55	49	35	59	61
Required at least some schools to provide more traditional curricula and classroom organization	15	13	18	13	14	8	15	23
Provided special staff training on how to handle student misbehavior	50	38	54	49	52	29	50	77
Hired more paraprofessionals to work with teachers	31	26	30	31	34	24	33	38
Made parents more responsible for the discipline of their children	35	38	38	32	34	37	31	37
Hired more counselors and other specialists to work with problem students	27	29	22	28	24	15	27	41
Reduced class sizes in problem schools	14	13	11	13	15	12	11	23
Written strict discipline codes	42	46	51	38	46	35	43	49
Hired security personnel in problem schools	18	19	20	12	26	2	14	45
Given teachers more authority to handle discipline problems	25	23	18	19	29	29	21	25
Provided special school(s) for students who are chronic problems	31	26	37	26	34	8	28	66
Provided for special classes in some schools for students who are chronic problems	38	31	43	38	39	17	38	65
Allowed limited corporal punishment	39	15	49	43	48	36	39	45
Established broader provisions for suspension	32	26	34	36	32	34	30	33
Established broader provisions for explusion	21	14	28	22	24	16	21	27

Financing

- The median budget is $10 million with a low of $127 thousand and a high of almost $3 billion.

- The majority (86 percent) report an increase in their 1979-80 budget. The median increase was 8 percent, with only 6 percent reporting a 3 percent decrease on the average.

- For 1979-80, 15 percent report cutbacks in some programs/services and 29 percent report expanding some programs/services. A slight majority (56 percent) have maintained the status quo.

- When cutbacks are made, they are more likely to be made in numbers of teachers (59 percent) or numbers of administrative/supervisory personnel (52 percent). Forty-two percent have cut back on maintenance/custodial services. Few have cut back on kindergarten and/or other preschool programs (5 percent) or food services (7 percent).

- One-third (33 percent) consider the funding of their current program adequate, another one-third (33 percent) barely adequate, more than one-fourth (28 percent) inadequate, and (6 percent) very inadequate.

- To enable the school systems to do a job in 1979-80 that they felt was average would generally have required a median increase of 20 percent over the 1978-79 budget.

- Three-fifths (61 percent) report the funding of their 1979-80 budget as a problem which they expect to continue for the next three years. Another 27 percent say that although it is not now a problem, they expect it to be one in the next three years. Only 12 percent foresee no immediate problem.

- Four-fifths (81 percent) feel funding of education is a problem for at least three-fourths of the school systems in their state.

- Only 3 percent blame inadequate amounts of federal aid as the major difficulty in maintaining adequate school funding. More than half (53 percent) say the major problem is movements to "hold the line on property taxes," and 44 percent say it is "inadequate amounts of state aid."

- More than one-fourth (27 percent) report successful reductions or limitations on property taxes in the community where their school system is located. Another 13 percent report unsuccessful attempts. About one-third (34 percent) say that although it hasn't happened yet, it's likely to happen. Only 27 percent foresee no such attempts.

- The mean percentage of current expenditure revenues provided by the three levels of government are local: 44 percent; state: 49 percent; and federal: 7 percent. About one-tenth (9 percent) say more than 75 percent comes from local sources, and 7 percent say more than 75 percent comes from state sources.

- The majority (57 percent) oppose the contention that the federal government's share of the cost of public education must be at least one-third.

- Nine-tenths (91 percent) report receiving DIRECT federal aid through ESEA's Education for the Economically/Educationally/Disadvantaged Children, 73 percent through Education for All Handicapped Children, 49 percent through impact aid, and 12 percent through Teacher Centers and/or Teacher Corps programs.

- Half (52 percent) prefer that federal aid be distributed generally among all school systems, while one-sixth (15 percent) prefer it be distributed categorically. Almost one-third (31 percent) prefer a combination of general and categorical aid.

- Only about one-third (36 percent) of the school systems are fiscally independent, with more than three-fifths (62 percent) being fiscally dependent. School systems in the Southeastern region are more likely to be fiscally dependent than others.

- To meet the increased energy costs for busing of students, about one-third (34 percent) cut back on the use of energy. Another two-fifths met the energy costs by finding new sources of revenue (16 percent) or reducing services in other areas (23 percent).

- Two-thirds (65 percent) cut back on the use of energy for heating/air conditioning, whereas most of the remaining school systems (30 percent) met the increased costs.

FINANCING

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
What is your 1979-80 school year budget (in thousands of dollars) for current expenditures? (DO NOT include capital outlay or interest on building bonds.) (Percent responding.)								
Less than $1,000,000	6	4	3	9	4	18	0	0
$1,000,000 to $9,999,999	44	59	37	48	34	77	46	0
$10,000,000 to $49,999,99	24	22	24	23	25	1	49	17
$50,000,000 or more	26	15	36	21	36	4	5	83
Median budget (Millions of dollars)	$10M	$7.5M	$16M	$7M	$17.6M	$2M	$11M	$75M
What percentage change was this over your 1978-79 budget? (Percent responding.)								
Increased	86	90	84	87	87	84	88	86
Median increase (percent)	8	6	8	8	9	9	7	7
Relatively no change	8	9	10	9	7	10	6	10
Decreased	6	1	6	5	6	6	6	4
Median decrease (percent)	3	3	4	5	0	7	2	2
In general, to what extent were you able to maintain instructional services for 1979-80? (Percent responding.)								
Cut back some services/programs	15	16	11	10	19	9	17	20
Cut back some services and expanded some services, but generally maintained the status quo	17	17	23	15	15	8	16	27

FINANCING—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
Little or no change in any services/programs	39	37	31	49	36	53	34	31
Expanded some services/programs	29	30	35	26	30	29	34	22
If CUTBACKS were made (1 or 2 checked above), in what areas did they occur? (Percent responding who had "cutbacks." Percents may add to more than 100.)								
Class sizes	18	19	12	17	13	14	21	15
Numbers of teachers	59	73	50	74	53	57	63	54
Numbers of professional instructional support personnel (e.g., counselors)	30	12	23	31	41	14	27	41
Numbers of supervisory/administrative personnel	52	27	58	40	75	14	47	75
Numbers of nonprofessional instructional support personnel (e.g., teacher aides)	33	23	35	29	47	21	26	46
Maintenance/custodial services	42	19	50	34	63	18	44	53
Busing/transportation services	19	15	15	23	16	32	21	12
Food services	7	8	4	9	9	7	10	5
Kindergarten or other preschool programs	5	0	15	0	3	4	2	9
Some curricular programs (1-12) (e.g., music, art)	34	39	35	29	34	36	39	29
Extracurricular activities	19	12	23	14	13	18	23	17
Sports programs	23	19	27	14	22	18	24	25
School construction/remodeling	27	12	31	26	38	21	19	37
Regardless of whether or not you have made cutbacks in services, do you consider the funding of your current program adequate or inadequate for you to provide a good education for your students? (Percent responding.)								
Funding is adequate	33	42	25	26	39	39	34	23
Funding is barely adequate	33	32	35	39	28	36	32	32
Funding is inadequate	28	22	33	29	26	21	29	37
Funding is VERY inadequate	6	4	6	6	7	5	6	8
What percentage increase in your 1978-79 budget would have enabled you to do a job you think would be average?								
Median percent increase	20	23	20	15	20	20	20	15

FINANCING—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
To what extent is the funding of your budget going to be a problem in the next three years? (Percent responding.)								
It is NOT now a problem and shouldn't be one in the next three years	9	6	12	7	12	14	6	6
It is NOT now a problem but will be one within three years	27	20	14	35	31	37	28	15
It is now a problem but should get better within three years	3	3	4	5	2	4	3	2
It is now a problem and probably will continue to be one in the next three years	61	72	71	53	55	46	63	76
To what extent does the funding of education seem to be a problem in *your state*? (Percent responding.)								
Not a problem for any school system in this state	1	3	1	0	1	1	1	2
Only a problem for a *few* school systems in this state	7	5	8	9	6	8	6	10
A problem for about *half* of the school systems in this state	10	8	7	12	16	14	7	12
A problem for about *three-fourths* of the school systems	12	13	8	13	15	17	11	5
A problem for *most* school systems	69	73	76	66	62	61	76	71
As far as your school system is concerned, what is the major reason that keeping the schools adequately funded is difficult? (Percent responding.)								
Movements to "hold the line" on local property tax increases	53	48	69	56	51	47	56	56
The inadequate amount of state aid to local school systems	44	51	28	42	45	48	44	40
The inadequate amount of federal aid	3	1	3	3	4	5	1	4
Has there been any organized attempt in the community where your school system is located to reduce or limit property taxes?								
Yes, it has happened successfully	27	30	24	14	35	14	29	39
Yes, it has happened but NOT successfully	13	15	15	14	9	8	13	18
No, but it is likely to happen	34	40	36	39	26	43	35	21
No, and it is NOT likely to happen	27	15	24	33	29	35	23	22

FINANCING—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
What percentage of your current expenditure revenues comes from local, state, and federal sources? (Round off to the nearest whole percent.) (Percent responding.)								
Local								
25 percent or less	23	10	27	15	30	18	26	24
26 to 50 percent	39	24	44	41	43	40	37	43
51 to 75 percent	28	43	25	32	21	28	28	28
76 percent or more	9	24	4	12	6	14	9	4
Mean percent	44	59	39	48	40	48	43	42
Median percent	45	60	35	49	41	48	43	41
State								
25 percent or less	13	34	4	15	9	20	12	6
26 to 50 percent	39	44	35	43	38	40	37	41
51 to 75 percent	41	20	60	39	41	36	44	44
76 percent or more	7	3	1	3	12	5	7	9
Mean percent	49	37	52	47	53	46	50	52
Median percent	50	38	56	48	53	45	51	52
Federal								
Mean percent	7	5	10	6	7	6	7	7
Median percent	5	4	9	5	5	5	5	6
Some people contend that the federal government's share of the cost of public education must be at least one-third. Would you support or oppose that contention? (Percent responding.)								
Strongly support	17	28	23	13	12	18	15	21
Tend to support	26	29	37	25	19	23	28	25
Tend to oppose	29	25	20	35	26	27	32	28
Strongly oppose	28	19	20	27	43	32	25	26
Does your school receive any DIRECT aid through any of the following federal aid programs? (Percent responding "yes.")								
Impact Aid (for children of parents who live or work on federal property)	49	43	52	39	61	29	40	88
ESEA: Education for the Economically/Educationally Disadvantaged Children	91	91	94	89	92	91	87	96

FINANCING—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
Education for All Handicapped Children	73	57	80	69	81	53	79	88
Teacher Centers and/or Teacher Corps	12	7	19	7	16	1	6	34
Does your school system prefer that federal aid be distributed CATEGORICALLY as it is now, or that it be prorated GENERALLY among all school systems?								
Categorical aid	15	19	12	14	14	16	16	12
General aid	52	44	58	53	49	56	50	48
A combination of categorical and general aid	31	32	28	32	36	23	33	39
Neither	2	5	3	1	1	5	1	1
Is your school system FISCALLY INDEPENDENT or is it FISCALLY DEPENDENT upon another level of government for funding? (Percent responding.)								
Fiscally independent	36	48	18	42	31	39	38	31
Fiscally dependent	62	51	78	57	67	60	61	65
Other	2	1	4	1	2	1	1	4
Busing of students and heating/air conditioning the schools are two big uses of energy by the public schools. What has your school system done in each case to meet the increased costs? (Percent responding.)								
Busing								
a. Cut back the use of energy	34	37	25	36	33	42	33	27
b. Found *new* sources of revenue to meet increased costs	16	7	24	16	25	11	19	20
c. Reduced services in other areas to meet the increased costs	23	19	19	28	22	23	24	21
d. None of these	27	37	33	21	20	25	25	32
Heating/air conditioning								
a. Cut back the use of energy	65	73	61	59	68	64	68	61
b. Found *new* sources of revenue to meet increased costs	9	4	13	10	14	7	10	11
c. Reduced services in other areas to meet the increased costs	21	16	21	27	15	20	20	24
d. None of these	5	7	5	4	3	9	3	3

Censorship

- About one-sixth (16 percent) of the school systems have faced attempts at censorship over the last two years; however, only one-seventh of those attempts (2 percent of the total) were successful. Attempts at censorship occurred less often in school systems in the Northeastern region and in small school systems.

- When attempts were made, in a majority of the cases textbooks and library books were the main targets, sex and pornography were the area of attack, and individuals in the community acting on their own were responsible.

CENSORSHIP

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000- or more
Has your school system faced any attempts at censorship in the last two years (1978-79 and 1979-80)?								
Yes, some successful attempts	2	0	0	2	1	2	1	2
Yes, some serious threats but with little success	14	10	18	11	23	5	13	28
No	84	90	82	83	76	93	86	70
If YES, answer each of the following:								
• Who was primarily responsible for the censorship attempts? (Percent responding who said "yes" above.)								
Individuals in the community acting on their own	71	100	57	68	65	92	79	59
Organized group(s) from the community	22	0	36	23	22	8	18	28
Organized group(s) in the state targeting this community	4	0	7	0	9	0	4	5
Organized national group(s) targeting this community	4	0	0	9	4	0	0	8
• What were the targets? (Percent responding who said "yes" above. Percents may add to more than 100.)								
Textbooks	56	57	57	52	63	67	48	59
Library books	59	57	64	81	33	83	62	49
Magazines, etc.	11	11	14	19	0	33	10	5
Specific curriculum courses or areas	40	22	50	24	50	33	38	44
Specific teachers or administrators	9	0	14	10	4	25	7	5
Other	9	11	0	0	17	0	10	10

CENSORSHIP—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
• What were the general area(s) of attack? (Percent responding who said "yes" above. Percents may add to more than 100.)								
Sex and/or pornography	66	78	78	73	46	83	75	55
Drugs/tobacco/alcohol	11	11	7	9	17	33	14	3
Religion versus science	34	33	71	18	33	33	39	30
Political and/or economic systems	15	11	29	9	21	25	14	13
Race and/or ethnicity	15	0	14	23	13	0	7	25
Sex role stereotyping	10	0	0	9	21	8	4	15
Other	25	22	7	14	38	17	25	28

Handicapped Students

- In over half (55 percent) of the school systems, handicapped students attend the school in their attendance area. One-fifth (20 percent) bus them to selected schools and one-tenth (11 percent) have specifically designed centers for handicapped students. About one-seventh (14 percent) have no dominant practice. School systems in the Southeast are slightly more likely to send them to schools in their attendance areas.

- Aside from a few exceptions (5 percent or less), most school systems provide for the instruction of students who are speech impaired, deaf or hard of hearing, visually handicapped, mentally retarded, seriously emotionally disturbed, orthopedically handicapped or other health impaired.

- Students who are speech impaired are more commonly mainstreamed for ALL instruction while students with the other handicaps are more likely to be mainstreamed only for some instruction. Students who are seriously emotionally disturbed are more likely than those with other handicaps to have ALL instruction in special classes.

- The estimates of percentages of students in the school systems who have the kinds of learning disabilities defined in P.L. 94-142 averaged a mean of 8 percent.

- More than nine-tenths of the school systems provide the following for all or most handicapped students: established procedures to assure early identification (98 percent); individual education programs (95 percent); all education in a "least restrictive environment" (94 percent); and scheduled time with specialists in their handicap (94 percent). About four-fifths (81 percent) provide transportation to and from school for all or most handicapped students, although only 69 percent of the large school systems provide such transportation.

- In general, special provisions to help teachers who have handicapped students are available more often for the special education teacher than for the regular classroom teacher. A large majority of school systems provide information on P.L. 94-142, in-service education, procedures to request instructional materials, help from specialists, procedures for review of placement, involvement in IEP's, information on due process rights of parents, and help from special teachers for both special education and regular classroom teachers. The three exceptions are as follows:

  a. Two-thirds (66 percent) decrease the average student load for special education teachers, but only 12 percent for regular classroom teachers.

  b. Only two-fifths (39 percent) provide a teacher aide or parent volunteer for a special education teacher when a student is mainstreamed, and only 28 percent for regular classroom teachers.

  c. Only one-third (34 percent) provide released or compensatory time for special education teachers, but only 13 percent for regular classroom teachers.

HANDICAPPED STUDENTS (P.L. 94-142)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
In general, how does your school system handle the education of handicapped students? (Percent responding.)								
They attend the school in their attendance area	55	54	65	47	55	60	52	53
Most are bused to selected schools	20	21	15	25	18	15	26	19
They attend specifically designed centers for the handicapped	11	10	9	14	10	12	11	9
No dominant practice	14	15	12	15	17	14	11	19
P.L. 94-142 tries to assure that each handicapped child is placed in REGULAR classes (mainstreamed) when it's appropriate. In general, for how much of their instruction are children who have the following kinds of handicaps mainstreamed in your school system? (Percent responding.)								
a. Speech impaired								
Elementary								
No provision for instruction	0	0	0	0	0	0	0	0
All instruction in special classes	4	3	3	3	3	4	4	2
Mainstreamed for some instruction	34	32	41	32	36	42	26	36
Mainstreamed for all instruction	62	66	56	65	61	54	70	63
Secondary								
No provision for instruction	1	0	0	1	2	2	1	0
All instruction in special classes	3	3	1	3	4	5	4	1
Mainstreamed for some instruction	31	28	39	30	30	37	26	32
Mainstreamed for all instruction	65	69	60	67	64	56	70	67
b. Deaf or hard of hearing								
Elementary								
No provision for instruction	5	3	1	7	7	10	5	0
All instruction in special classes	15	18	18	16	14	18	16	10
Mainstreamed for some instruction	62	49	65	62	71	49	57	85
Mainstreamed for all instruction	18	31	15	15	8	23	22	5

HANDICAPPED STUDENTS—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
Secondary								
No provision for instruction ...	5	1	1	7	8	11	5	0
All instruction in special classes	12	14	17	13	9	13	13	9
Mainstreamed for some instruction	61	44	65	60	73	47	57	81
Mainstreamed for all instruction	22	40	17	21	10	30	24	11
c. Visually handicapped								
Elementary								
No provision for instruction ...	5	1	1	7	7	8	6	0
All instruction in special classes	12	14	14	13	12	14	13	9
Mainstreamed for some instruction	57	51	58	56	61	46	54	73
Mainstreamed for all instruction	26	34	27	24	21	32	26	18
Secondary								
No provision for instruction ...	5	1	1	7	7	8	7	0
All instruction in special classes	9	10	13	10	10	11	8	8
Mainstreamed for some instruction	54	48	54	56	57	43	65	65
Mainstreamed for all instruction	31	41	31	27	26	39	28	28
d. Mentally retarded								
Elementary								
No provision for instruction ...	0	0	0	1	1	1	0	0
All instruction in special classes	17	14	16	15	19	20	17	16
Mainstreamed for some instruction	79	84	84	81	76	74	82	81
Mainstreamed for all instruction	3	1	0	4	4	5	1	3
Secondary								
No provision for instruction ...	0	0	0	1	1	1	0	0
All instruction in special classes	15	14	12	13	17	16	14	15
Mainstreamed for some instruction	81	85	88	81	77	76	85	82
Mainstreamed for all instruction	4	1	0	5	4	7	1	4

HANDICAPPED STUDENTS—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
e. Seriously emotionally disturbed								
Elementary								
No provision for instruction ...	3	1	1	5	5	7	3	0
All instruction in special classes	36	43	48	38	28	31	38	39
Mainstreamed for some instruction	57	54	44	54	65	54	59	57
Mainstreamed for all instruction	4	1	7	3	2	8	1	2
Secondary								
No provision for instruction ...	4	3	1	5	7	7	4	1
All instruction in special classes	34	38	44	36	28	28	37	35
Mainstreamed for some instruction	59	58	49	55	63	56	58	62
Mainstreamed for all instruction	4	1	6	4	3	8	1	2
f. Orthopedically impaired or other health impaired								
Elementary								
No provision for instruction ...	2	0	0	4	2	6	1	0
All instruction in special classes	16	16	19	17	17	10	21	17
Mainstreamed for some instruction	59	49	51	63	64	55	55	71
Mainstreamed for all instruction	22	35	30	17	17	30	23	12
Secondary								
No provision for instruction ...	3	0	0	4	3	5	3	0
All instruction in special classes	13	13	16	16	14	9	17	13
Mainstreamed for some instruction	60	53	50	62	65	55	55	73
Mainstreamed for all instruction	24	34	34	18	18	31	26	14
What do you estimate as the percent of students in your school system who have the kinds of learning disabilities defined in P.L. 94-142?								
Less than 5 percent	25	19	26	23	30	26	25	24
5 to 9 percent	35	33	36	37	38	35	36	32
10 to 14 percent	28	30	25	28	26	23	28	35
15 to 19 percent	8	12	7	8	3	10	7	6
20 percent or more	4	6	6	4	3	5	4	3
Mean percent	8	9	8	8	8	8	9	9
Median percent	8	9	7	8	7	8	8	8

HANDICAPPED STUDENTS—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
In general, how many handicapped students are provided each of the following? (Percent responding.)								
a. Transportation to and from school								
For all or most	81	88	91	88	69	86	85	69
For about half	8	1	5	4	16	7	5	14
For more or only a few	11	11	4	9	15	8	10	17
b. All education in a "least restrictive environment"								
For all or most	94	95	87	97	93	94	93	94
For about half	4	4	8	2	4	2	5	4
For more or only a few	3	1	5	1	3	4	2	2
c. An Individualized Education Program								
For all or most	95	98	97	94	97	89	99	97
For about half	2	1	1	5	0	6	2	0
For more or only a few	3	1	1	2	3	6	0	3
d. Scheduled time with specialists in their handicap								
For all or most	94	99	94	94	92	88	98	95
For about half	3	0	4	2	2	5	1	2
For more or only a few	4	1	3	4	6	7	1	3
e. Procedures established to assure early identification								
For all or most	98	100	99	98	97	96	100	97
For about half	2	0	1	1	2	2	1	2
For more or only a few	1	0	0	1	1	1	0	1
What special provisions have been made to provide help for both *special education teachers* and *regular classroom teachers* who have handicapped students mainstreamed in their class(es)? (Percent responding "yes.")								
a. Information to ALL teachers on the implication of P.L. 94-142								
Special education teachers	97	97	100	98	97	97	97	98
Regular classroom teachers	86	80	88	85	92	89	85	84
b. In-service education on how to work with handicapped children								
Special education teachers	95	92	97	94	97	92	96	98
Regular classroom teachers	81	89	78	81	77	80	81	80

HANDICAPPED STUDENTS—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
c. Procedures for *requesting* and *receiving* appropriate instructional materials and equipment								
Special education teachers	95	90	99	94	96	92	94	99
Regular classroom teachers	71	80	78	70	68	75	69	79
d. Procedures for *requesting* and *receiving* help from a school psychologist, counselor, or other specialist								
Special education teachers	97	93	99	96	99	96	97	99
Regular classroom teachers	94	91	93	93	98	90	94	96
e. Released or compensatory time for the extra work involved								
Special education teachers	34	34	26	36	33	38	34	30
Regular classroom teachers	13	18	5	14	7	14	15	8
f. Decrease from the average student load								
Special education teachers	66	58	69	69	70	62	74	59
Regular classroom teachers	12	11	9	15	12	11	12	12
g. Procedures for requesting review of placement of a handicapped student								
Special education teachers	94	90	96	92	97	90	95	96
Regular classroom teachers	87	86	93	86	88	82	89	89
h. Involvement in the preparation of Individualized Education Programs								
Special education teachers	96	97	96	97	97	92	97	99
Regular classroom teachers	75	70	75	77	78	74	77	74
i. Specific information provided to all teachers on the due process rights of parents								
Special education teachers	94	90	96	95	96	92	95	96
Regular classroom teachers	77	75	82	76	81	75	77	81
j. Help made available from special teachers whenever it's needed								
Special education teachers	83	86	85	81	80	81	83	84
Regular classroom teachers	78	81	76	77	77	74	79	81
k. A teacher aide or parent volunteer assigned when a handicapped student is mainstreamed								
Special education teachers	39	42	30	38	41	39	44	30
Regular classroom teachers	28	29	17	26	29	31	29	22

Professional Development

- For one-third (33 percent) of the school systems, the primary intent for the professional development of teachers is to provide group training that meets school system needs. Another 13 percent have the primary intent of providing opportunities that meet individual teacher needs. Half (50 percent) give both of these special attention.

- The most commonly used provision for the professional development of teachers in 1979-80 were workshops or special courses offered during the regular school year by 86 percent of the school systems. Provisions for university/college extension courses offered in the community were made by 67 percent of the school systems. About half provided for workshops or special courses offered during the summer (54 percent) and a specified number of days of released time for conferences, etc. (51 percent). Only about one-third provide tuition reimbursement (32 percent) and sabbatical leaves (36 percent).

- A majority of school systems (63 percent) REQUIRE, when appropriate, in-service education to prepare teachers for new curricula. About one-third require it to correct identified weaknesses in performance (39 percent), for state certification (35 percent), for advancement on the salary schedule (35 percent), and for state recertification (32 percent). Only about one-sixth require it to comply with negotiated agreements (18 percent) and to help fulfill degree requirements (17 percent). Eight percent require it to fulfill requirements for tenure.

PROFESSIONAL DEVELOPMENT

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
Which of the following best describes your school system's *primary* intent for the professional development of teachers? (Percent responding.)								
To provide group training that meets school system needs (e.g., preparation for new curricula, training in classroom management techniques)	33	21	30	33	39	37	31	32
To provide opportunities for professional growth that meet individual teacher needs (e.g., supporting advanced degree programs, released time for individual activities)	13	11	14	11	14	17	15	5
Both of these get equal attention	50	64	51	51	46	41	51	61
Neither of these	0	0	1	0	0	0	1	0
Don't have any programs	3	4	4	4	1	5	2	2

PROFESSIONAL DEVELOPMENT—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
What specific provisions are being made by your school system in 1979-80 for the professional development of teachers? (Percent responding. Percents may add to more than 100.)								
None	2	1	1	3	2	5	2	0
University/college extension courses offered in the community	67	53	83	67	68	54	73	73
Some or all tuition reimbursed for study at colleges or universities	32	57	40	30	18	27	37	29
Workshops or special courses offered during the regular school year	86	89	94	80	86	74	89	95
Workshops or special courses offered during the summer	54	40	72	49	61	28	60	80
Staffed Teacher Center(s)	17	9	22	17	23	7	10	39
Unstaffed Teacher Center(s)	5	3	8	4	4	5	4	6
A specified number of sabbatical leaves, either for a year or a semester	36	58	28	29	35	18	41	51
A specified number of days of released time for each teacher to attend conferences, visit other schools/programs, etc.	51	63	44	48	51	53	54	47
Short periods of released time available for individual study	22	17	32	20	21	18	24	24
A dollar allocation for each teacher to use for his/her own professional development	4	4	1	6	3	5	4	2
Other	9	12	12	7	7	6	9	12
Is in-service education REQUIRED of teachers, whenever appropriate, for any of the following reasons? (Percent responding. Percents may add to more than 100.)								
To help fulfill degree requirements	17	19	28	14	11	18	15	17
For state certification	35	39	49	31	35	37	31	37
For state recertification	32	19	53	38	22	30	26	41
For advancement on the salary schedule	35	44	28	31	34	35	35	34
To fulfill requirements for tenure	8	15	6	7	8	6	5	16

PROFESSIONAL DEVELOPMENT—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
To correct identified weaknesses in performance	39	26	54	39	34	35	41	40
To prepare teachers for new curricula	63	62	64	59	66	56	67	67
To comply with negotiated agreements	18	25	8	20	15	17	17	19
Other	9	3	7	6	20	6	8	17

Teacher Evaluation

- Almost nine-tenths of the school systems (88 percent) DO NOT require teachers to pass a competency test before they are certified to teach. However, 12 percent have such a requirement for first certification only, with almost one-third (33 percent) of the school systems in the Southeast maintaining that requirement.
- Of those school systems requiring teachers to pass a competency test, most (94 percent) do so because of a state requirement.
- Where the tests are used, about half of the school systems (48 percent) said the competency test was developed by the state, and a little less than half (44 percent) said it was commercially developed.
- About half (53 percent) evaluate ALL professional staff at least once a year by means other than a competency test. One-sixth (17 percent) evaluate only classroom teachers, with nearly another one-fifth (19 percent) evaluating only some classroom teachers (e.g., nontenured). Eleven percent evaluate all building-level professional staff, including principals.
- Evaluations other than competency tests are used by school systems mainly for reappointment/dismissal of teachers (72 percent), selecting teachers for tenure (51 percent), and selecting teachers for administrative/supervisory positions (39 percent). Only 14 percent use other means of evaluation for advancing teachers on the salary schedule and 4 percent for awarding merit pay.

TEACHER EVALUATION

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
Are classroom teachers in your school system *required* to pass a COMPETENCY TEST before they are certified (licensed) to teach? (Percent responding.)								
Yes, for first certification only	12	3	33	16	2	8	11	20
Yes, for recertification only	0	0	0	0	0	0	0	0
Yes, for both first certification and recertification	0	0	1	0	0	0	1	0
No	88	98	65	84	98	92	89	80
If YES, answer each of the following:								
• Is it a state requirement or your school system's requirement? (Percent responding who said "yes" above.)								
A state requirement	94	100	93	100	0	100	95	88
Our school system's requirement ...	6	0	7	0	100	0	5	12

TEACHER EVALUATION—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
• Who was responsible for developing the test (or having it developed)? (Percent responding who said "yes" above.)								
The local	7	0	7	0	100	0	5	12
The state	48	100	33	56	0	85	41	36
It is a commercially developed test	44	0	59	44	0	15	55	48
Other	2	0	0	0	0	0	0	4
Which members of the professional staff are evaluated at least once a year—other than by a competency test—on the quality of service they provide? (Percent responding.)								
No one is evaluated periodically	0	0	1	0	0	0	1	0
Only some classroom teachers (e.g., nontenured teachers)	19	12	14	20	22	9	17	35
All classroom teachers	17	24	9	23	14	29	15	5
All building-level professional staff, including principals	11	10	13	10	11	18	9	6
All professional staff	53	54	62	48	53	44	59	54
Are the results of competency tests or other evaluations used for any of the following purposes? (Percent responding. Percents may add to more than 100.)								
a. Not used in this school system								
Competency test scores	67	74	65	68	65	73	74	54
Other evaluations	9	10	12	10	7	9	10	8
b. Reappointment/dismissal of teachers								
Competency test scores	2	0	2	3	4	2	2	2
Other evaluations	72	61	77	70	77	74	70	71
c. Selecting teachers for tenure								
Competency test scores	1	0	2	1	2	1	1	1
Other evaluations	51	60	52	51	51	52	51	51
d. Advancement on the salary schedule								
Competency test scores	1	0	0	2	2	1	2	0
Other evaluations	14	24	16	9	14	15	12	15
e. Awarding of merit pay								
Competency test scores	1	2	0	2	2	1	3	0
Other evaluations	4	9	3	2	1	4	6	2

TEACHER EVALUATION—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
f. Selecting teachers for administrative/supervisory positions								
Competency test scores	3	0	7	3	5	1	3	6
Other evaluations	39	36	53	30	43	17	47	56
g. None of these purposes								
Competency test scores	33	32	30	32	37	30	26	46
Other evaluations	16	24	12	13	17	16	15	17

Discrimination

- Three-fifths (61 percent) of the school systems have a WRITTEN plan specifically designed to eliminate discrimination against some groups in some areas.
- Of those 61 percent that have a written plan:
  a. Almost all (94 percent) speak to initial employment and three-fourths (75 percent) to assignments to administrative/supervisory positions. A smaller majority speak to sex role stereotyping in instructional materials (70 percent), and intramural/intermural sports (about 60 percent).
  b. More than four-fifths provide for female employees (87 percent), female students (82 percent) and blacks (81 percent). About seven-tenths (71 percent) provide for Hispanics and some other minorities.
  c. A majority provide for national origin (82 percent), religion (80 percent), physical handicaps (80 percent), age (78 percent), marital status (63 percent), and political beliefs (55 percent). One-third or less provide for sexual preference (34 percent), organizational memberships (33 percent) or life style (26 percent).

DISCRIMINATION

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
Does your school system have a WRITTEN plan that was specifically designed to eliminate discrimination against some groups in some areas? (Percent responding.)								
Yes	61	68	58	53	64	51	62	74
No	39	32	42	47	36	49	38	26
If YES, answer each of the following:								
• Are the followng *areas* SPECIFICALLY provided for in the plan? (Percent responding who said "yes" above. Percents may add to more than 100.)								
Initial employment	94	92	93	93	95	95	95	91
Assignments to administrative and supervisory positions	75	69	79	70	80	62	75	86
Intramural sports	61	71	58	64	48	66	59	60
Intermural sports	63	71	67	65	51	61	64	66
Sex role stereotyping in instructional materials	70	80	74	68	53	70	75	64

DISCRIMINATION—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
• Are the following *groups* SPECIFICALLY provided for in the plan? (Percent responding who said "yes" above. Percent may add to more than 100.)								
Blacks	81	75	90	79	84	66	79	95
Hispanics	71	68	63	61	80	60	68	85
Some other minorities	71	68	68	61	77	66	69	80
Female employees	87	91	95	85	86	88	88	87
Female students	82	80	90	81	73	81	83	82
• Are the following *characteristics* SPECIFICALLY provided for in the plan? (Percent responding who said "yes" above. Percents may add to more than 100.)								
Age	78	90	74	75	75	86	83	67
Religion	80	90	74	80	80	84	86	70
Political beliefs	55	51	50	59	45	64	56	46
Physical handicaps	80	82	79	75	82	86	76	80
Marital status	63	62	58	65	59	84	59	50
Life style	26	31	13	33	18	33	24	22
Sexual preference	34	36	26	44	29	46	26	34
National origin	82	82	76	77	84	74	88	82
Organizational memberships	33	33	21	35	26	41	32	28

Specialists

The following definitions are used:

"Not available": system does not have such personnel.

"Available only on request": not housed in any schools.

"Limited provision": housed in some schools and available to others on request.

"Fully provided": housed in all regular schools.

- More school systems provide for special music and physical education teachers in the elementary schools than for special art teachers. One-fourth (26 percent) do not provide special art teachers, whereas only 5 and 14 percent, respectively, do not provide special music and special physical education teachers. Furthermore, only 41 percent fully provide special music teachers but 64 and 60 percent, respectively, fully provide special music and special physical education teachers.

- Seven-tenths (69 percent) fully provide special reading teachers in elementary schools, with only 55 percent fully providing them in secondary schools. Only 3 and 8 percent, respectively, do not make special reading teachers available at the elementary and secondary levels.

- School nurses, librarians, and guidance counselors are more likely to be fully provided at the secondary level than at the elementary level. Almost all (96 and 95 percent, respectively) fully provide librarians and guidance counselors in the secondary schools whereas only 65 and 28 percent, respectively, fully provide them in elementary schools. About one-third (30 percent) do not even make guidance counselors available at the elementary level. Two-fifths (42 percent) fully provide a school nurse in secondary school with 37 percent making limited provisions, whereas only 33 percent fully provide a school nurse in elementary schools with 45 percent making limited provisions.

- Most school systems make some provision for a psychologist (94 percent) in both elementary and secondary schools, with only about one-third (32 percent) making full provisions. Only half (about 50 percent) make psychiatrists available and then primarily upon request, with only 10 percent making at least limited provision for a psychiatrist at both levels.

- One-third do not make a social worker available at either the elementary or secondary levels (33 and 35 percent, respectively). About 40 percent make at least limited provision at both levels.

- More than half (57 percent) fully provide a speech therapist at the elementary level and almost half (47 percent) at the secondary level. Only about 1 percent make no provision.

- Teacher aides and unpaid volunteer aides both are more likely to be made available at the elementary level than at the secondary level. About half (52 percent) fully provide teacher aides at the elementary level with another 42 percent making limited provisions. At the secondary level 40 and 38 percent, respectively, make full and limited provisions. Almost seven-tenths (70 percent) make at least limited provision for unpaid volunteer aides at the elementary level, whereas only about half (50 percent) make such provisions at the secondary level.

SPECIALISTS

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
To what extent are each of the following special kinds of SCHOOL PERSONNEL made available to the schools in your school system?								
Not available—system does not have such personnel								
Available only on request—not housed in any schools								
Limited provision—housed in some schools and available to others on request								
Fully provided—housed in all regular schools								
a. School nurse								
Elementary								
Not available	10	3	18	14	6	13	10	8
Available only on request	12	0	18	16	9	16	9	11
Limited provision	45	37	40	46	51	34	45	58
Fully provided	33	61	25	24	35	37	37	23
Secondary								
Not available	10	1	20	14	5	13	10	7
Available only on request	11	1	17	14	10	16	7	11
Limited provision	37	18	34	46	37	36	34	43
Fully provided	42	80	30	26	48	36	50	50
b. Librarian								
Elementary								
Not available	4	3	0	4	9	3	6	3
Available only on request	3	1	0	3	5	3	2	3
Limited provision	29	39	21	25	35	27	31	28
Fully provided	65	58	79	68	52	68	61	66
Secondary								
Not available	0	0	0	0	1	1	0	1
Available only on request	0	0	0	0	0	0	0	0
Limited provision	4	7	3	3	4	7	3	3
Fully provided	96	93	97	98	95	93	97	96
c. Guidance counselor								
Elementary								
Not available	30	33	28	30	32	22	37	29
Available only on request	9	6	4	12	11	11	7	7
Limited provision	34	23	44	33	29	26	31	47
Fully provided	28	38	24	25	28	41	25	17
Secondary								
Not available	1	0	3	1	1	3	1	0
Available only on request	0	0	0	1	1	1	0	0
Limited provision	4	5	1	6	0	8	2	2
Fully provided	95	95	96	92	98	88	97	99

SPECIALISTS—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
d. Psychologist								
Elementary								
Not available	6	3	9	5	7	11	5	1
Available only on request	33	23	40	31	44	33	30	38
Limited provision	29	29	23	31	23	29	25	36
Fully provided	32	46	28	33	27	27	40	26
Secondary								
Not available	6	3	9	5	7	12	5	1
Available only on request	34	22	41	30	42	35	30	38
Limited provision	29	30	21	32	25	28	23	38
Fully provided	32	45	30	32	27	25	43	24
e. School social worker								
Elementary								
Not available	33	29	20	26	50	43	31	24
Available only on request	26	25	35	24	23	29	24	24
Limited provision	22	21	26	26	16	16	22	31
Fully provided	19	24	20	25	11	12	23	21
Secondary								
Not available	35	30	21	26	52	46	33	24
Available only on request	27	25	37	26	21	29	25	25
Limited provision	19	19	24	22	14	13	19	27
Fully provided	20	26	18	26	14	12	24	23
f. Psychiatrist								
Elementary								
Not available	51	29	44	53	59	56	45	53
Available only on request	37	57	35	37	35	36	44	29
Limited provision	8	11	14	5	5	5	8	12
Fully provided	4	4	7	5	1	3	3	6
Secondary								
Not available	50	29	44	52	58	54	45	54
Available only on request	38	57	35	38	36	36	45	30
Limited provision	8	11	16	5	5	7	7	11
Fully provided	3	3	5	5	1	2	3	6
g. Speech therapist								
Elementary								
Not available	1	1	5	1	1	3	2	0
Available only on request	11	8	14	10	10	10	8	16
Limited provision	31	30	30	26	40	27	27	41
Fully provided	57	61	51	63	48	61	64	43
Secondary								
Not available	2	1	5	2	1	2	3	1
Available only on request	15	16	17	15	13	17	13	17
Limited provision	35	32	33	33	46	35	30	44
Fully provided	47	51	46	50	40	47	55	38

SPECIALISTS—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
h. Teacher aides								
Elementary								
Not available	4	5	8	4	3	7	3	2
Available only on request	2	3	0	1	1	3	1	1
Limited provision	42	37	49	45	40	28	42	61
Fully provided	52	56	43	50	56	63	54	36
Secondary								
Not available	18	15	21	23	15	30	13	11
Available only on request	4	3	3	3	4	6	3	2
Limited provision	40	33	50	40	36	25	41	57
Fully provided	38	49	26	34	45	40	43	30
i. Unpaid volunteer aides								
Elementary								
Not available	18	14	18	20	16	33	13	7
Available only on request	15	21	12	15	13	19	14	11
Limited provision	43	42	41	46	44	29	48	51
Fully provided	25	23	30	19	28	19	25	32
Secondary								
Not available	30	29	26	33	28	53	25	11
Available only on request	16	17	12	19	12	18	17	12
Limited provision	38	41	38	35	43	22	43	48
Fully provided	16	13	25	13	17	7	15	28
j. Special reading teachers								
Elementary								
Not available	3	0	3	3	3	4	3	1
Available only on request	3	0	4	4	3	1	5	2
Limited provision	26	18	26	29	27	14	22	48
Fully provided	69	82	68	65	66	81	70	50
Secondary								
Not available	8	7	12	9	3	18	4	3
Available only on request	3	0	1	4	5	3	4	3
Limited provision	33	26	33	40	29	27	31	45
Fully provided	55	67	54	47	62	52	61	49
k. Special ART teachers in the elementary schools								
Not available	26	8	22	25	35	32	26	20
Available only on request	5	1	7	5	3	3	4	8
Limited provision	28	24	39	26	31	18	24	45
Fully provided	41	68	33	44	31	48	46	27
l. Special MUSIC teachers in the elementary schools								
Not available	5	1	8	6	7	5	7	3
Available only on request	3	1	4	1	4	1	4	4
Limited provision	28	25	34	25	31	15	29	44
Fully provided	64	73	54	68	58	80	61	49

SPECIALISTS—(CONTINUED)

Question	Total	Region				Stratum		
		Northeast	Southeast	Middle	West	300-2,999	3,000-24,999	25,000-or more
m. Special PHYSICAL EDUCATION teachers in the elementary schools								
Not available	14	4	12	13	18	14	17	12
Available only on request	2	3	1	1	3	1	3	2
Limited provision	24	20	31	22	28	17	22	34
Fully provided	60	74	56	64	51	68	59	53